


**AN ANALYSIS OF SUBJECT-VERB AGREEMENT ERRORS IN
STUDENTS' NARRATIVE WRITING AT THE FIRST SEMESTER OF
THE ELEVENTH GRADE AT SMA NEGERI 13 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2019/2020**



**An Undergraduate Thesis
Submitted as The Partial Fulfillment of The Requirements for S1-Degree**

**By :
MUJI SRIASIH
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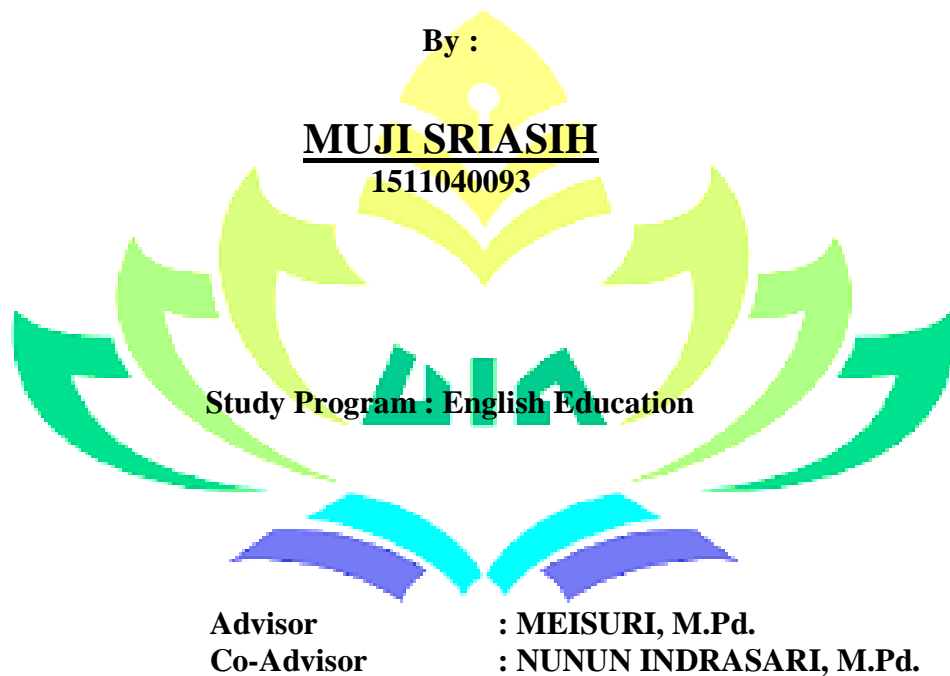
Study Program : English Education

**FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2020**

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ABSTRACT

This research carried out the case of subject-verb agreement errors in students' narrative writing, since the foreign language learners tended to commit some errors of subject-verb agreement in their writing. This research aimed to find out the types of error based on surface strategy taxonomy that occurred when the students composed a narrative text and to find out the percentage of the most frequent error that appeared. This research focused on the analysis of the error in subject-verb agreement in past tense in narrative text that composed by the eleventh grade students in SMA Negeri 13 Bandar Lampung in the academic year of 2019/2020.

This research included in descriptive qualitative research. The data in this research were obtained through documentation and tasking. The subjects of this research were 30 students in XI Social 4 at SMA Negeri 13 Bandar Lampung. The data of this research were analyzed through the four steps of error analysis proposed by Ellis, those are: identifying the error, describing the error, explaining the error, and evaluating the error. The findings of the errors, then, were classified into four types of error based on surface strategy taxonomy.

The result in this research showed that there were four types of error found in narrative writing composed by the eleventh grade students. The four types were omission, addition, misformation and misordering with the following percentage: Omission 17,1% ; Addition 3,2% ; Misformation 78,6% ; and Misordering 1,1%. In conclusion, the error of misformation reached the highest frequency and became the most frequent error that appeared with 147 occurrences or 78,6% from 187 total occurrences of errors that found in narrative text composed by the eleventh grade students in SMA Negeri 13 Bandar Lampung in the academic year of 2019/2020.

Keywords: *Error Analysis, Narrative Text, Past Tense, Subject-Verb Agreement, Surface Strategy Taxonomy.*



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AT THE FIRST SEMESTER OF THE ELEVENTH
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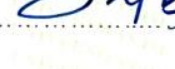
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The Academic Year of 2019/2020.

Certify that this thesis is definitely made by my own work. I am completely responsible for the content of this thesis. Other people's opinions or findings in this thesis are cited or quoted in accordance with ethical standard.

Bandar Lampung, February 2020

The Researcher,

Muji Sriasih

MOTTO

تُمْ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا السُّوءَ بِجَهْلَةٍ ثُمَّ تَابُوا مِنْ بَعْدِ ذَلِكَ وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ بَعْدِهَا لَغَفُورٌ رَحِيمٌ

But verily thy Lord,- to those who do wrong in ignorance, but who thereafter repent and make amends,- thy Lord, after all this, is Oft-Forgiving, Most Merciful.¹ (An-Nahl 16 : 119)

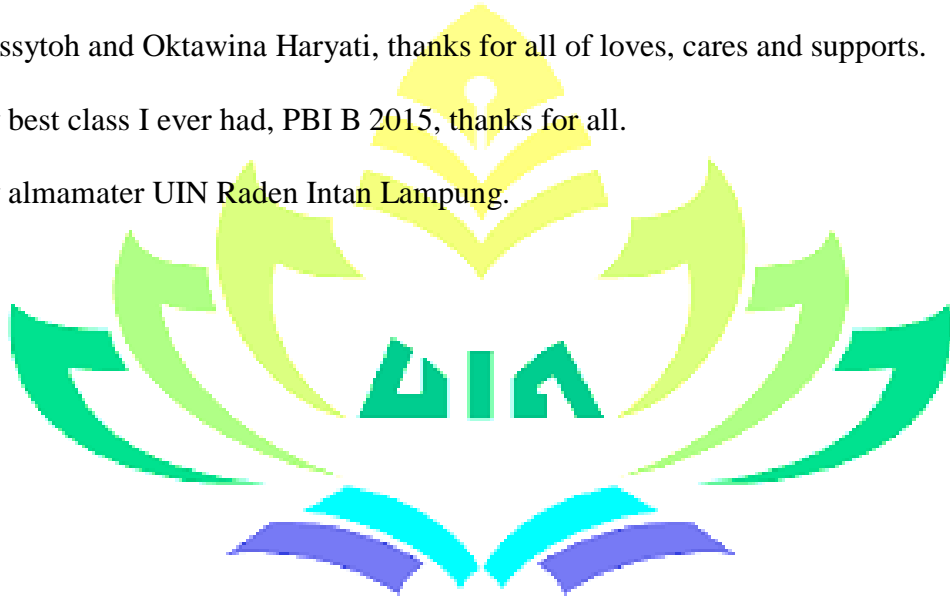


¹ Abdullah Yusuf Ali, The Glorious Quran, p. 180, available on <https://www.quran411.com/quran/quran-english-yusuf-ali.pdf> accessed on November, 04, 2019 at 18.42 p.m.

DEDICATION

This thesis is proudly dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

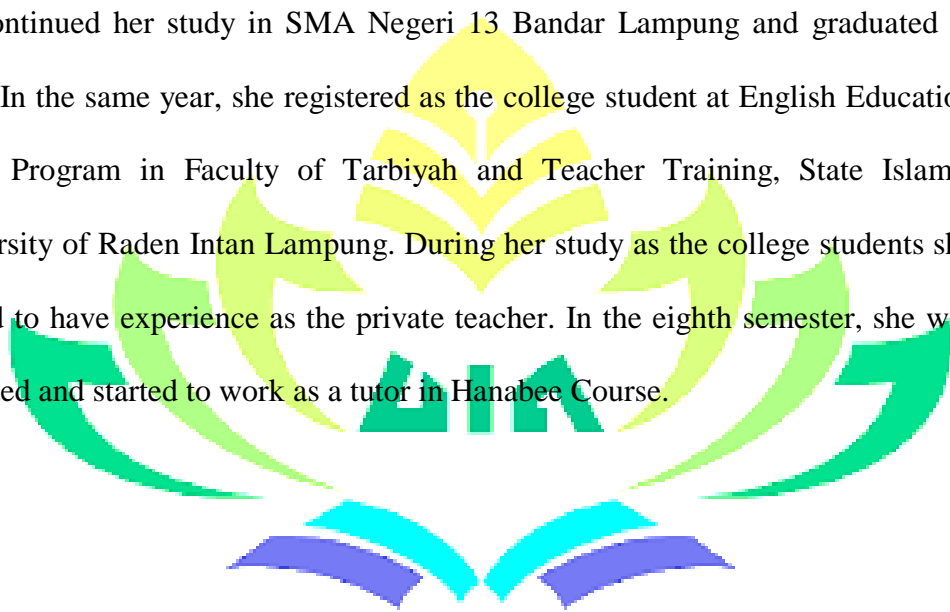
1. My beloved parents, Mr. Gimam and Mrs. Tasminah, who always educate me to do good deed and give me their best prayer. They are my hero, thank you for all generosity and encouragement, thank you for your love, kindness, trust and your everlasting praying for me.
2. My beloved brothers and sisters, thank you for all kindness, support and prayer.
3. My dearest friends, Asyrofil Haq, Fatma Maulida, Dyah Rahmawanti, Radiah Massytoh and Oktawina Haryati, thanks for all of loves, cares and supports.
4. My best class I ever had, PBI B 2015, thanks for all.
5. My almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The researcher's name is Muji Sriasih. She was born on July 9th, 1997, in Karang Anyar, South of Lampung. She is the last child of the couple Mr. Giman and Mrs. Tasminah. She has four brothers and one sister. She lives in Karang Anyar, Jati Agung, South of Lampung.

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Alhamdulillah, all praise to Allah, the Almighty, who has given His mercies and blessing, therefore the researcher can pass the obstacles and finish this thesis entitled “ An Analysis of Subject-Verb Agreement Errors in Students’ Narrative Writing at the First Semester of the Eleventh Grade at SMA Negeri 13 Bandar Lampung in the Academic Year of 2019/2020” as the compulsory of requirements for S-1 Degree in Faculty of Tarbiyah and Teacher Training at State University of Raden Intan Lampung. Shalawat and salutation may always be given to our Prophet Muhammad Saw.

The researcher realizes that she cannot complete this thesis without help from others. The researcher has received a lot of helps and encouragement from many people during finishing this thesis and it would be impossible to mention all of them. Therefore, the researcher would like to extend gratitude for all who has give supports and helps during writing this thesis. However, she wishes to extend her sincerest gratitude and appreciation to :

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Finally, the researcher is fully aware that there is still a lot of weaknesses in this thesis. Hence, the researcher expects for criticism and suggestion from the reader for improvement of this thesis in afterwards.

Bandar Lampung, February 2020

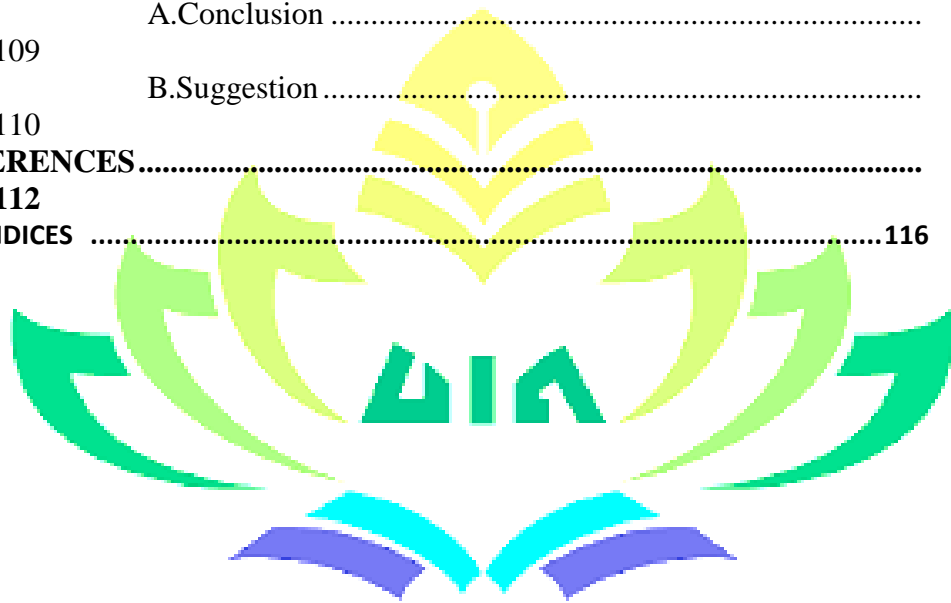
The researcher,

Muji Sriasih

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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing in English is one of language skill which plays essential roles in many aspects. Every speech, every presentation, every class actually needs writing as the basic necessities in conducting the performance since writing is really close with idea. It is often used in business matter, documents, teaching learning process, publication and even political speech. Nevertheless, mastering writing is not as difficult as we think if we do it rather frequently. It is a skill that can be mastered by practice; there is a way to be a good writer is by practicing writing frequently.

As English in Indonesia taught as foreign language in education world, writing, however, becomes one of English skill which is included on the basic competence that has to be reached from the teaching learning process in the school based on 2013 curriculum which is currently valid in Indonesia education system.²

Nowadays, when education degree has big effects in influencing the quality of individuals in many aspects, some educational institutions developed with global basis try to improve education quality in Indonesia. It certainly requires English writing as an essential media to transfer and attain material in teaching learning process to achieve learning goals and to upgrade

²<http://bsnp-indonesia.org/> available on March 13, 2019 at 07.46 p.m

the competitiveness globally. As Japan, for instance, currently is emphasized the use of English in teaching learning process in the public discourse.³

It is one of the results of the spreading English from its boundaries; the position of English currently has reached the position as the preeminent global means of communication.⁴ Nevertheless, in some other countries English also plays essential roles for the advancement in many aspects. Thailand, for instance, uses English for business and tourism. Equally, other countries in Asia also use English widely for many occasions, in China, Japan and Korea, there are enormous interest in learning English, indeed, scholarly writing available there in English.⁵ In Indonesia, English writing is used to accomplish the educational requisites for foreign language learner. Thesis and dissertation, as the simple pattern, are things that supposed to be provided as it becomes an obligatory to reach academic title in English major at the college degree in Indonesia. To provide a good thesis, apparently isn't as simple as write any words in a blank paper. It needs a lot of experience and skill mastery to make it appropriate as how it is ought to be.

Writing, however, doesn't seem a piece of cake. It can be learnt by practice. Nevertheless, writing can be more difficult than speaking since it just demonstrates ideas through silent words in sheets of paper. It is supposed to ease the reader to understand what the ideas being communicated without any expression. As noted earlier by Westwood in his book "What Teachers

³ Edgar W. Schneider, *English Around the World: An Introduction*, (USA: Cambridge University Press, 2011), p. 177

⁴ Janina Brutt, Griffler, *World English: A Study of its Development*, (Great Britain: Cromwell Press Ltd, 2002), p. 1

⁵ Edgar W. Schneider, *Loc.Cit.*

Need to Know about Reading and Writing Difficulties” that writing becomes difficult to acquire since the effective coordination of many different cognitive, linguistics, and psycho-motor process are needed to develop it.⁶ Particularly, for them who don’t accustom to make writing, it has brought out some difficulties such as grammar rules, developing ideas, and word choices, which can be the causes of poor writing.

As English has been taught as foreign language early on school until college, some students still find difficulties in mastering writing skill although only in simple type of writing such as sentence, paragraph, even narrative and descriptive text. One of the difficulties is the grammar rules. Saddler has confirmed that grammar, punctuation and spelling can appear as the major difficulties for poor writer in lower level.⁷ It can be said that students will not face a great difficulties in writing if they can mastery the grammar rules well.

Moreover, grammar rules show the appropriate way to compose word by word to be a well-formed sentence. It demonstrates how the way to put phrase together to make sentence and how the words are used appropriately in forming a good sentence. As Manser stated in his book entitled “The Facts on File Guide to Good Writing” that grammar creates the relationship between different words, dictating order, and the way behave in different contexts and also change what might be indecipherable jumble into a meaningful

⁶Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties*, (Australia : ACER Press,2008),p. 56.

⁷*Ibid*, p. 58.

sentences.⁸ Students with low grammar competency are disposed to write with some error structures which lead to the wrong meaning interpretation and it probably will make the readers confuse and feel bored to read each of paragraphs or even each pages of writing.

Based on the preliminary research that had been conducted by the researcher in SMAN 13 Bandar Lampung, the researcher found that there were some difficulties faced by students in composing writing task. The questionnaire was given to the students showed the result that more than 50% students still faced difficulties in their grammar. Additionally, lack of knowledge about sentence structure also led them to face difficulties in doing English writing. Most of them even felt that they difficult to reach the KKM score that was determined from the school, in which the expectation score that had to be passed was 76. This statement also supported by the clarification from their teacher. The researcher had done an interview with Mrs. Rindiawati, S.Pd, M.Pd. as the English teacher for the eleventh grade. She confirmed that, as far, the writing score in this school was still low. As writing being the most difficult skill, more difficult than speaking because it needs to be grammatically correct in forming each sentence. Furthermore, she noticed that the students were still confused with the grammar rules, exactly the sentence structure. The score reached by students in their writing skill was also still low. She justified that vocabulary and grammar also became

⁸Martin H. Manser, *The Facts on File: Guide to Good Writing*, (USA: Facts on File Inc. ,2006), p. 97.

obstructions to reach the expectation score other than the low motivation in learning English.

Since English has many text types of writing, narrative text is one of the text types which are often found in some writing, such as in book, college paper, biography, magazine and some of newspaper article. Narrative text is a text which tells or explains about story or chain of past events, it can be fiction or nonfiction as stated earlier by Connelly in his book “Get Writing Paragraphs and Essays”. Narrative text has closely relation with events over period of time, which includes the flashback of the previous events in the past.⁹It is important to notice that the grammatical sentence used in narrative text is in past tense form which is appropriate with the subject. Thus, in writing narrative, students are emphasized to use the appropriate grammar to express the intended events.

Nonetheless, although students have learnt past tense for years since they study in school, it's not rare the teacher still find some errors in their past tense form especially matching the past form verb with the subject in writing narrative text. As the preliminary research conducted by the researcher, some students in SMAN 13 Bandar Lampung admitted that they were still feeling difficult to compose narrative text even only by rewriting the story that they ever read before.

The errors made by students can be influenced by their mother tongue, as stated by Ginanjar that the first language of the students is quite different

⁹Mark Connelly, *Get Writing Paragraphs and Essays 3rd Edition*, (USA: Wadsworth, 2013), p. 86.

with English. In Bahasa Indonesia, there is no difference of verb to show the action whether it happens in the future or in the past, and whether the actions are done by singular or plural doer. Whereas, English requires different form of verb to show action based on the time it happened and by whom the actions are done.¹⁰ Therefore, the students in Indonesia as the foreign learner in many different levels still tend to make some error when they make writing in the target language.

In fact, some studies conducted by some previous researchers showed that there were some grammatical errors in term of subject-verb agreement found in writing composed by the students in senior high school. The research conducted by Nurjannah gave the result that the students in senior high school also committed error in writing paragraph in present tense. The errors found in this research consisted of three types, namely Omission, Addition and Misformation, with the highest frequency of occurrence reached by Misformation that contributed 15 occurrences from 34 total occurrences. Additionally, the researcher found that the errors occurred because they were still facing difficulties in using verb which agree with the tenses used. It was also influenced by the lack of knowledge about sentence pattern that led them to use inappropriate verb.¹¹

Similarly, another research conducted by Norhalimah found that the low grammar mastery in foreign language learners led the students to make

¹⁰Fuat Ginanjar, "An Error Analysis of Subject Verb Agreement inExpository Essay made by first year students of Nusantara PGRI Kediri University in Academic Year 2014/2015". (Nusantara PGRI University, 2015), p.5

¹¹Siti Nurjannah, "An Analysis of Subject-Verb Agreement Error in Students' Writing".*ELT-Echo, Volume 2, Number 1*, 2017, p.22

some errors in term of subject-verb agreement. The students in this research deal with some problems that led them to produce disagreement sentences. The problems came in some situation such the use of auxiliary, the use of to be, the use of singular and plural subject and verb, and the adjustment between subject and its verb. As the further information, the researcher found that the students also had limited vocabularies, they felt difficult to translate the sentences, they were still confuse to differentiate singular and plural form and used the appropriate verb that should be agree with the subject in the sentence.¹²

Moreover, the research conducted by Ginanjar in analyzing students' error in writing expository text gave findings that the students in university even still contributed errors in high frequency in composing their expository text. The result showed that the students committed errors in four types, namely addition, omission, misformation and misordering. However, the result was a little different with the researches that were mentioned earlier, since the error in this research dominated by error in omission that reached the highest frequency than the other three types.¹³ In conclusion, even students in the different level in foreign language learner still committed error in subject-verb agreement in their writing. Therefore, subject-verb agreement still became the difficulties that had frequent existences.

However, this research was different with the previous. As narrative text was chosen for this research, the researcher tried to find the kinds of

¹²Norhalimah, "The Subject-Verb Agreement Problems in Writing at The Eighth Graders of MTs An-Nur Palangkaraya", (IAIN Palangkaraya, 2016), p. 87

¹³Fuat Ginanjar, *Op. Cit*, p. 9

errors in subject verb-agreement in composing the narrative text using past tense. The researcher divided it into four categories based on surface strategy taxonomy and explained it with the relevant correction.

Additionally, in order to know the ability and the errors committed by students in senior high school, the researcher conducted a test in writing a narrative text during the preliminary research in the eleventh graders of SMA Negeri 13 Bandar Lampung. The subjects of the test were the students from two different groups. The former group was XI IPS 1 the other was XII IPS 2. Meanwhile, to complete the data of English score reached by the eleventh grade students, the researcher also got some data score of MIPA 1, MIPA 2 and MIPA 3 from Mrs. Henny Noverda, S.Pd., the English teacher of MIPA classes.

The result of the test showed that the students' ability is still low and the errors in using improper verb were still on high frequency.

Table 1.1 Students' score in writing narrative text

Score	XI MIPA 1	XI MIPA 2	XI MIPA 3	XI IPS 1	XI IPS 2	Total
<76	16	17	15	9	9	66
≥76	15	15	16	11	7	64
Total	31	32	31	20	16	130

Sources: teacher's score document and researcher test document.

The errors found by the researcher in students' test related to the subject-verb agreement in writing narrative text can be described as follows:

1. Dia merasa gelisah karena adik perempuannya.

Written in English as: She**was* felt uneasy because of her sister. (Addition of to be *was*).

2. Dia terpesona dengan salah satu bidadari.

Written in English as: He ϕ enchanted with one of angel. (Omission of to be *was*).

3. Dayang Sumbi sangat cantik dan pintar.

Written in English as: Dayang Sumbi**is* very beautiful and smart. (Misformation of verb *is* instead *was*).

4. Ratu Elinor mengajarkan Merida bagaimana untuk berperilaku layaknya seorang putri yang sempurna.

Written in English as: Queen Elinor **teach* Merida how to behave like a perfect princess. (Misformation of verb *teach* instead *taught*).

The error made by students, however, can't be corrected by themselves.

According to James (1998), before the further relevant keys related to the error are provided and converted, the error cannot be self-corrected by the author.¹⁴In brief, it can be said that the further relevant learning are needed to detect the errors then it can be corrected. Therefore, the error analysis is

¹⁴Carl James, *Error in Language Learning and Use*, (USA: Routledge 1998), p.83

needed to help the teacher and the students find the way both to overcome the impact and to improve the ability of the students.

Based on the explanation above, the researcher was interested in analyzing students' error of grammar use in this case is the subject-verb agreement in narrative writing. The analysis in this research was based on surface strategy taxonomy. Hence, the researcher carried out the research under the title "An Analysis of Subject-Verb Agreements Errors in Students' Narrative Writing at the First Semester of the Eleventh Grade At SMA Negeri 13 Bandar Lampung in The Academic Year of 2018/2019".

B. Identification of the Problem

Based on the background that has been explained earlier, the researcher identified the problem as follows:

1. The students' grammar mastery is still low;
2. The students still faced difficulties in composing narrative text.
3. The students still do grammatical error in term of subject-verb agreements in writing narrative text.

C. Limitation of the Problem

Referring to the problems in this research, the researcher focused on analyzing the students' grammatical error in term of subject-verb agreement in past tense in narrative text made by the eleventh grade students of SMA Negeri 13 Bandar Lampung based on surface strategy taxonomy.

D. Formulation of the Problem

Based on the background, identified problems, and problem limitation that had been explained above, the researcher formulated the problems as follows:

1. What are types of error of subject-verb agreements in narrative writing made by the students at the first semester in the eleventh grade of SMA Negeri 13 Bandar Lampung in the academic year of 2019/2020 based on surface strategy taxonomy?
2. Which is the most frequent error of subject-verb agreement in narrative writing made by the students at the first semester in the eleventh grade of SMA Negeri 13 Bandar Lampung in the academic year of 2019/2020 based on surface strategy taxonomy?

E. Objectives of the Research

According to the problems that had been formulated above, the objectives of this research were:

1. To find out the types of error of subject-verb agreement in narrative writing made by students at the first semester in the eleventh grade of SMA Negeri 13 Bandar Lampung in the academic year of 2019/2020 ?
2. To find out the most frequent error of subject-verb agreement made by students at the first semester in the eleventh grade of SMA Negeri 13 Bandar Lampung in the academic year of 2019/2020 ?

F. Significances of the Research

1. Theoritically

As the information about students' error of using grammar in term of subject-verb agreement in writing narrative text that can be a consideration for theory development.

2. Practically

- 1) For students: as the consideration to improve their learning.
- 2) For teachers: as the consideration to improve the teaching process.
- 3) As the contribution both for the students and teachers to find the way in improving students' grammar and writing ability.
- 4) As the reference for the next research that can be consideration to find the way in reducing the errors in foreign language learners.

G. Scope of the Research

1. Subject of the Research

The subjects of this research were the students at the first semester in the eleventh grade at SMA Negeri 13 Bandar Lampung in the academic year of 2019/2020.

2. Object of the Research

The object of this research was the subject-verb agreement error in past tense contributed by students in writing narrative text.

3. Time of the Research

This research was conducted in the first semester of 2019/2020 Academic Year.

4. Place of the Research

This research was conducted in SMA Negeri 13 Bandar Lampung.



CHAPTER II REVIEW OF LITERATURE

A. The Concept of Error

1. The Definition of Error

The linguist has given a major contribution to language teaching, it can be seen as an intensive contrastive study of the systems of the second language and the learners' mother tongue. In studying language, either as the second or the foreign language cannot be really separated from error that often occurs in the language learning. Hence, there are some definitions of errors defined by some linguists. James has argued that error is also unique because there is none than humans commit errors.¹⁵ This statement can be interpreted that error is a unique thing that only done by humans. Moreover, he stated that an error appears only when there was no purpose to do.

Error as being an occurrence of language that is not deliberately nonstandard and is not self-correctable by the author itself.¹⁶ Furthermore, he defined errors as everything that mistakes that reflect knowledge are not significance are not self-correctable; and only second language learners who make them.

Otherwise, Corder seems to have shifted view for definition of errors, he states that errors are 'the result of some failure of performance'. Moreover, the obvious thing about erroneous sentences is that they can willingly be corrected by the speaker himself as errors are 'cases of failure to follow a

¹⁵Carl James, *Error in Language Learning and Use*, (USA: Routledge 2013), p. 1

¹⁶*Ibid.*, p. 77-78

known rule'.¹⁷This argument, however, is more resembled to the kind of failure that often called as a mistake. Thus, this different set of definition can be clarified further by distinguishing what is called an error and what is called a mistake.

Thus, it can be simply defined that error is an unintentionally wrongness in using the correct grammatical form of a language that commit by a foreign language learners that caused by the lack of knowledge. Therefore, as it occurs unintentionally, the authors are not knowing that they do the errors and cause the authors cannot correct the writing by themselves.

2. Error and Mistake

In analyzing the error in second language learners, the fundamental things that have to be noticed is to distinguish between errors and mistakes. Brown argued in his book about the distinction between errors and mistakes. Mistakes, he claimed, as the errors of performances that are either random guess or slip which lead to the failure in using the known system correctly. Whereas, error refers to a noticeable deviation of grammar used which reflects the competence of the learners.¹⁸Those distinctions are closely related to the influence of the learners' knowledge.

Errors, however, can't be self-corrected disparate with mistake which can be self-corrected. If the learner is disposed and able to correct a fault in his or her output, it is assumed that the form he or she made was not the one

¹⁷*Ibid*, p.79

¹⁸H.Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Longman 2000), p. 217

intended, and we can assume the fault as a mistake. If, on the contrary, the learner is unable or in any way unwilling to make the correction, it can be assumed that the form the learner used was the one intended, and it is called an error.¹⁹

The errors of performance will characteristically be unsystematic and the errors of competence are systematic. As Miller put it, 'It would be meaningless to state rules for making mistakes'. It will be useful to refer to errors of performance as *mistakes*, and use the term *error* to refer to the systematic errors of the learner from which we are capable to reorganize the knowledge of the language.

Mistakes are not crucial to the process of language learning. However, the problem of determining what is a learner's mistake and what a learner's error is one of some complexity and involves a much more complicated study and analysis of errors.²⁰ Thus, to investigate the learners' mistake and learners' error will need the deeper knowledge to support the evidence of the occurrence.

Errors are not exactly considered as error if it has an intended to commit it, it can be called as mistake. On the contrary, the exact errors are any kinds of mistake that occur without any purpose and unconsciously made by the foreign learners without knowing the way to correct it by themselves.

Hence, error in this research refers to the failure of using correct grammatical form that is can't be self-corrected by the learners after the

¹⁹Carl James, *Op.Cit.*, p.78

²⁰Corder S.P., *Error Analysis and Interlanguage*, (Great Britain: Oxford University Press 1982), p. 10

correction is given by the researcher. Therefore, that such of failure are assumed as error that is unintentionally made by the learner.

3. Error Types based on Surface Strategy Taxonomy

In analyzing errors, it also crucial to make classification of errors in order to ease to describe errors includes which category. Dulay, Burt and Krashen proposed descriptive taxonomy of errors which have four further subtypes as follow:

1) Omission

This error occurs when the necessary elements of the sentence that should be presented to form a well-grammatical sentence are omitted when composing the sentences.

For instance : He in the water.²¹

In the sentence above, the learner is fault to use the correct rules since he/she misses the verb that should be come after the subject. However, the learner should put the verb to make the correct sentence. The correction can be “*He fell in the water*”. This kind of error can be categorized as error in omission.

2) Addition

This error occurs when there is element of sentence that is unnecessary but presented in composing the sentences. This errors can be divided into three subtypes, those are:

²¹ Dulay, et.al., *Language Two*, (USA: Oxford University Press. Inc, 1982) p. 149

a) Double markings

This error occurs when the learners failed to delete certain components which are required in some linguistic construction but not in others.

For example: Why didn't mommy don't make dinner?²²

There were two auxiliary verbs produced in a simple sentence. The past tense in that sentence is marked in the first auxiliary. Whereas, the second auxiliary is unnecessary. Therefore, the auxiliary in this sentence was produced twice and it was called double marking.

b) Regularization

This error occurs when the learners failed to use the rule of regular and irregular form of word categories. The errors occur when the learner apply the rule to produce the regular ones for those which include in irregular and produce a marker that typically called as addition errors.

For example: He putted the cookie there.²³

There should be *put* replacing the verb *putted* in the sentences since *putted* isn't the past form of the verb eat but rather become *put* in irregular verb form.

c) Simple addition

Simple addition is an error which neither included in double marking nor regularization.

For example: He calleded.²⁴

There is unnecessary addition *-ed* in the past that already formed.

²² *Ibid*, p. 157

²³ *Ibid*, p. 148

²⁴ *Ibid*.

3) Misformation

This error is characterized by the use of wrong form of morpheme or structure. This error can be divided into three subtypes as follows:

a) Regularization

Regularization errors are characterized by the use of regular forms for them which are included in irregular.

For example: I failed.²⁵

The word *failed* in the sentence is not the correct form of *fall* since *fall* includes in irregular verb, therefore, *failed* in that sentence should be replaced by *fell* as the past form for irregular verb.

b) Archi-form

This error occurs when the learners select an item to represent others and use such item for all sentences. Madden et al. reported that some learner substituted *does* for *are*, *do* and *is* in imitation task.

For example:

How *does* Mayor Beame getting the money New York City needs?²⁶

The correct one should be “*How is Mayor Beame getting the money New York City needs?*”.

She was not come to the party because she was sick at that time.

The correct one should be “*She did not come to the party because she was sick.*”

²⁵ *Ibid*, p. 159

²⁶ *Ibid*, p. 160

However, the selecting item was in the sentence is incorrect. In fact, the verbal sentence needs auxiliary verb “*did*” to form negative sentence in the past form instead “*was*”.

c) Alternating form

This is an error which occurs when the learners using alternation verb or pronoun that is not alternated truly in the target language.

For example: I seen her yesterday.²⁷

The word *seen* in the sentence is incorrect since the sentence was indicated as simple past tense which means that the verb also should be in the form of V2. Hence, the word *seen* should be replaced by “*saw*” to form the correct one.

4) Misordering

This error occurs when the learner presents the elements of the sentences in the wrong place.

For example: He is all the time late.²⁸

The adverb *all the time* should not be appeared after the verb in that sentence. In fact, the exact position should be at the end of the sentence.

Therefore, the correct one is “*He is late all the time.*”

Thus, types of errors based on surface strategy taxonomy are classified into four categories, those are: omission (error in the form of omitting the necessary element in the sentence), addition (error in the form of adding

²⁷ *Ibid*, p. 161

²⁸ *Ibid*, p.162

unnecessary element in the sentence), misinformation (error in using the proper form of verb), and misordering (error in arranging the sentence structure grammatically).

B. The Concept of Error Analysis

1. The Concept of Error Analysis

Considering the facts that second language learners still do and make error in using the language, since the error can be observed, analyzed, and classified into certain basic categories cause the appearance of the study about language learners which generally known as Error Analysis. Error Analysis is the procedure of determining the incidence, nature, causes and consequences of non-standard language. Study of errors is also an essential part of practical linguistics. It provides a justification of the result of contrastive linguistic studies.²⁹

Referring to the study of error in second language learners, there are some concepts of errors analysis defined by some linguist. One of the linguists is James who suggested that error analysis is a branch of applied linguistics and not of linguistic theory (or 'pure' linguistics).³⁰ He claimed that error analysis (EA) includes the paradigm involves first independently or 'objectively' describing the learners' interlanguage and the target language itself, followed by a contrast of the two, so as to locate mismatches.³¹

²⁹Corder S.P. *Op.Cit.*, p. 35

³⁰Carl James. *Op. Cit.*, p. 2

³¹*Ibid*, p. 5

The novelty of Error Analysis, distinguishing it from Contrastive Analysis, that the interlanguage was not supposed to be involved in error occurrences. The claim was made that errors may possibly be fully described in terms of the Target Language, without the need to refer to the mother tongue of the learners.³² Selinker (1972,1992) argued that interlanguage (IL), a term suggesting the middle position between knowing and not knowing the Target Language.³³ It was the late Corder who more than a short, four- year period revitalized and then abandoned EA. In his seminal 1967 paper 'The significance of learners' errors', he made five essential points:

1. Since the interlanguage acquisition and second language learning are governed by the same underlying mechanisms, procedures and strategies. However, what differentiates between the two is the facility of the learners' knowledge about their mother tongue in second language learning.
2. Errors are facts of the learners' in-built syllabus or of what they have taken in learning, rather than what teachers think they have put in.
3. Errors show that interlanguage and second language learners both develop an independent system of language, 'although it is not the adult system ... or that of the second language' but are evidence of a 'transitional competence'.
4. Errors should be distinguished from mistakes.

³²Carl James., *Loc.Cit.*

³³*Ibid*, p. 3

5. Errors are important in three respects: they tell the teacher what needs to be taught; they tell the researcher how learning proceeds; and they are a means whereby learners test their hypotheses about the second language.³⁴ This is patently a very positive evaluation of EA, announcing a programme that might well take several decades and not just a period to complete.

Thus, error analysis appears as the way to find the incidents and causes of fault in using target language properly in second language learners. It determines either a mistake of following the correct grammatical rule is done by purpose or unconsciously made by learners.

In fact, this kind of study is considered essential in second language learning since the analysis is needed to find the problem in second language use so that the correction can be given as soon as possible after the occurrence.

2. Error Analysis Procedures

There are some steps that should be followed in analyzing students' errors. Many discussions about how to analyze students' errors have already appeared from many linguists in some books. One of the linguists that discuss it is Ellis, he provides four steps in analyzing students error includes: identifying errors, describing errors, explaining errors, and evaluating errors.

³⁴*Ibid*, p. 12

a) Identifying the errors

Identifying errors can be conducted by comparing the sentences composed by the learners with the normal or correct sentences in target language which correspond with them.

b) Describing the errors

Describing errors refer to process in classifying the errors that have been identified to some types of errors. It can be classified based on grammatical related to the verb use by the learner, errors in past tense, for instance. Nonetheless, it also can be classified generally to some categories such as omission, addition, misformation and misordering.

c) Explaining the errors

This step is used to explain the causes of error occurrences. The evidences that cause the error which committed by the learners have to be found. The explanation in this step concerns on the source of errors.

d) Evaluating the errors

Some errors can be considered as a serious one than other problems in language learning because they more likely to obstruct the intelligibility of someone's utterances.³⁵ That is why evaluating errors is needed since the error analysis purposes to help learners to learn target language. By evaluating errors, it can help to correct the errors and minimized the same errors occur in future.

³⁵Rod Ellis, *Second Language Acquisition*, (Oxford University Press 2003), p. 15-19

Such, there are some procedures that has to be followed in order to ease in determining and processing the findings when conducting an analysis. The procedure that has been explained earlier was proposed by Ellis who employs four steps of analysis procedure includes identifying, describing, explaining and evaluating errors made by the learners in the second language acquisition.

C. The Concept of Subject-Verb Agreement

1. The Definition of Subject-Verb Agreement

Subject-verb agreements can be simply defined as the appropriateness in adjusting the verb with the subject. As Straus stated that a singular subject should take the singular verb, whereas the plural subject should take the plural verb.³⁶ On the other word, Eastwood argued that subject-verb agreement is the correspondence of a verb with its subject in person whether it is first, second or third person subject and the number, whether it is singular or plural subject.³⁷

Thus, it can be concluded that the subject should take the correct verb that make the subject and the verb agree each other to express a clear idea. The singular subject should take the singular verb and the plural subject should take the plural verb.

³⁶ Jane Straus, et. al., *The Blue Book of Grammar and Punctuation 11th ed*, (USA: Jossey Bass, 2014), p. 3.

³⁷ Anisa Kurniadhani, Karlina Karadita, "The Students Ability in Using Subject-verb Agreement in Senior High School", (English Journal of Merdeka vol.2, 2017), p. 2

2. The Rules of Subject-Verb Agreement

A sentence certainly consists of subject and verb to communicate the meaning. Subject and verb join together to form sentence in expressing a complete thought. The subject tells the reader who or what the sentence is about. The verb expresses the action or state done by the subject.³⁸ If a sentence missing one of its subject or verb, the sentence will become incomplete both in its structure and its meaning.

A verb must agree with its subject in figure. If a sentence has singular subject, the verb used should be in singular form. Similarly, if a sentence has plural subject, therefore the verb should be in the plural form.

There are some rules for subject-verb agreements noted by Gaetz and Phadke, among of them are³⁹:

a) Simple Present Tense Agreement

When a sentence has third person singular form (she, he, it) or the equivalent subject, add an *-s* or *-es* ending to the verb.

For example: The cat **chases** the mouse.

My father **works** in the post office.

When the subject of the sentence is I, you, they, we, or the equivalent in the plural form, do not add an ending to the verb.

For example : The children **play** football in the field.

Many college students **participate** in the event.

Use appropriate *be*, *have* and *do* for each subject.

³⁸Lynn Gaetz, Suneeti Phadke, *The Writer's World : Paragraph and Essay 4th ed*, (USA: Pearson, 2015), p. 252.

³⁹*Ibid*, p.357

Table 2.1. Simple Present Tense Agreements

	Be	Have	Do
Singular Forms			
First Person	I am	I have	I do
Second Person	You are	You have	You do
Third Person	She is	She has	She does
	He is	He has	He does
	It is	It has	It does
Plural Forms			
First person	We are	We have	We do
Second person	You are	You have	You do
Third person	They are	They have	They do

b) Simple Past Tense Agreement

In the past tense, all verbs have one past form except *be*. Instead, *be* in the past tense have two forms namely *was* and *were*.

Table 2.2. Simple Past Tense Agreements.

Was	Were
I was	We were
He was	You were
She was	They were
It was	

c) Past Continuous Tense Agreement

Past continuous tense is formed by the auxiliary verb in past tense that followed by verb in progressive form.

Table 2.3. Past Continuous Tense Agreement

Subject	To be	Verb in Progressive
I You They We	Were	V-ing
She He It	Was	V-ing

d) Past Perfect Continuous Tense Agreement

Past perfect continuous tense is formed by *had* followed by be and verb in progressive form.

Table 2.4. Past Perfect Continuous Tense Agreement

Subject	Auxiliary	Verb in progressive
I You They We She He It	Had been	V-ing

e) Present Perfect Tense Agreement

Present perfect tense is formed by has or have and past participle verb. Has is used when the subject is the third person singular. However, both has and have are followed by past participle verb form.

Table 2.5. Present Perfect Tense Agreements

I		
You	Have	Past participle
We		
They		
<hr/>		
She		
He	Has	Past participle
It		

f) Agreement in Other Tenses

Other tenses and modal forms use same verb forms for every subject.

Table 2.6. Agreements in Future, Past Perfect and Modals tense.

Future	Subject	Will	Verb1
Past Perfect	Subject	Had	Past participle
Modals	Subject	Can/shall/may	Verb 1

g) More Than One Subject

There are special agreements if a sentence has more than one subject. When two or more subjects are joined by *and*, use the plural form of the verb.

For example: Colleges, universities, and trade schools **prepare** students for the job market.

When two subjects in the sentence are joined by *or* or *nor*, the verb agrees with the subject that is closer to it.

For example: Neither the teacher nor the students **use** the science laboratory.

Either the students and the teacher **uses** the same guide book.

h) Special Subject forms

Some subjects sometimes can be difficult to be identified as singular or plural. Two common types of those subjects are indefinite pronouns and collective nouns.

Indefinite pronoun refers to a general person, place or thing. It is divided into two namely singular indefinite pronoun and plural indefinite pronoun.

Singular indefinite pronouns include subjects such as: another, anything, anyone, anybody, someone, somebody, no one, nothing and nobody.

Those subjects are considered as the third-person singular form. Therefore, the subject requires the verb in the form of third-person singular or verb 1 with addition *-s/-es* at the end of the verbs.

e.g : Everyone **knows** that education is very important for children.

If *each* and *every* are followed by one or more singular nouns joined by *and*, the verb is still singular.

i.e : Each man and woman **knows** the story about secret societies.

Plural indefinite pronouns include subject such as: both, many, few, others, and several. Therefore, the verbs that are used for those subject are always plural.

e.g : Others **prefer** to study in the field.

i) Interrupting Words and Phrases

Words that come between subject and verb may be confusion in sentence.

If words or phrases come between subject and verb, make sure that the verb agrees with the subject in the sentence, neither with the words nor with the phrases that is closer to it.

Mistakes in subject-verb agreement are sometimes made in the following situations:

a) When words come between the subject and the verb;

i.e.:They rarely feel comfortable at home since the robber peers over their area.

The word *rarely* can be inserted before the verb. It is correct since it expresses the frequencies or the degree of the verb used to express idea in the sentence.

b) When a verb comes before the subject;

i.e: There are data collected by the researcher.

The sentence is correct since the word *data* refers to plural form of *datum*, therefore the verb *are* is more appropriate with the subject than the verb *is*.

c) With indefinite pronouns;

i.e.: The money is not enough to get any food.

The auxiliary *is* is appropriate. It shouldn't be *are* in the sentence since the subject is *the money*, an indefinite noun which refers to singular.

d) With compound subjects.

i.e.: The set of the rules has to be revised.

The word *has* is appropriate. It will not agree if the subject is the rules, yet, in this case the subject is "*the set*" compound noun which refers to singular therefore it uses also singular verb.

e) With *who*, *which*, and *that*.⁴⁰

i.e.: It was Austin who proposed the theory of speech acts.

The sentence is correct since *who* refers to human, whereas *which* refers to things and *that* can be used either for human or for things.

Hence, subject-verbs agreement refers to the appropriateness in using the proper verb that is adjust with the number of the subject. However, in narrative text, there is no differences for verb use since the all verb used in narrative text is in the form of V2 (past form). Yet, it will be different if the

⁴⁰John Langan, *Exploring Writing Sentences and Paragraphs*, (New York: McGraw-Hill 2010), p. 231.

sentence uses auxiliary verb *was/were* that must agree with the number of the subject in its usage.

D. The Concept Writing

1. Definition of Writing

Writing is a skill. It is a skill like driving, typing, or cooking, and like any skill, it can be learned and can be mastered by working hard and practice. If you want to learn to write, you can.⁴¹ Manser stated that the great advantage of writing as a way of communication is that the authors have time to think carefully what they are going to communicate through their writing.⁴² Disparate from speaking which is performed directly in communication, writing enables the writer to think and arrange the words to communicate indirectly.

Writing, however, is about more than just grammatical accuracy. It means that grammatical is not the only one thing that has to be considered to provide a good writing. However, it doesn't mean grammar is not essential for writing. Hence, Lowe and Zemliansky have argued that good writing is a substance of achieving your desired effect upon an intended audience.⁴³ By constructing the writing task easier, it can decrease the burden on the reader

⁴¹*Ibid*, p. 11.

⁴²Martin H. Manser, *The Facts on File: Guide to Good Writing*, (USA: Facts on File Inc 2006), p. 7

⁴³Charles Lowe, Pavel Zemliansky, *Writing Spaces: Reading on Writing Vol.1.*, p. 5

when reading it, and thereby make the communication of information more effective.⁴⁴

Thus, writing is a skill in which the author has to be able to communicate the intended idea through words without any expression. Therefore, good arrangements and grammatically correct is needed to produce a good writing, so that, it will not make a confusion for the readers.

2. The Genre of Text

Writing comes in different purposes. It is used for variety of purposes. Each writing has its own purpose that is not similar with the others. Genre is a specific context of text that is oriented on the certain purpose and has particular language characteristics. It can be simply defined that the genre of text refers to the text types or the text category or classification.⁴⁵ Some experts have made some category of text based on its uses. According to de Beaugrande and Dressler the genre of texts in English writing are categorized into three, they are descriptive, narrative, and argumentative text.⁴⁶

a. Descriptive Text

Descriptive texts would be those utilized to enrich knowledge spaces whose control centers are objects or situations.⁴⁷ Descriptive is a kind of

⁴⁴JohnKirkman, Christopher Turk, *Effective Writing: Improving Scientific, Technical, Business Communication*, p. 2.

⁴⁵ Selviana Napitupulu, "Pemahaman Genre Dalam Ketrampilan Menulis Mahasiswa Bahasa Inggris FKIP Universitas HKBP Nommensen Medan", (2010), p. 316

⁴⁶ Robert-Alain de Beaugrande, Wolfgang Dressler, *Introduction to Text Linguistics*, available on http://www.beaugrande.com/introduction_to_text_linguistics.htm.

⁴⁷ *Ibid*, p. 172

text that the purpose is to describe a particular person, thing or place. According to Pearson, descriptive text is used for telling how something looks, smells, feels, acts, tastes, sounds.⁴⁸ Descriptive text consists of two parts: Identification and Description.

Thus, a descriptive text used for describing something or someone looks or feels.

b. Narrative Text

Narrative texts, in contrast, would be those utilized to arrange actions and events in a particular sequential order.⁴⁹ Narrative text is a kind of text that tells the stories in the past. The main purpose of narrative text is to entertain the reader through the story. Narrative text consists of three generic structures, those are: Orientation, Complication, and Resolution.⁵⁰ Thus, narrative text is aimed to amuse the reader to a series of fiction or nonfiction stories.

c. Argumentative Text

Argumentative texts are those utilized to promote the acceptance or evaluation of certain beliefs or ideas as true versus false, or positive versus negative.⁵¹ On the other hand, Knapp and Watkins stated that argumentative is dealing with many aspects that involve reasoning, evaluating and persuading.⁵²

⁴⁸ Selviana Napitupulu, *Op.Cit*, p. 6

⁴⁹ Robert-Alain de Beaugrande, Wolfgang Dressler, *Loc.Cit*

⁵⁰ Selviana Napitupulu, *Op.Cit*, p.4

⁵¹ Robert-Alain de Beaugrande, Wolfgang Dressler, *Op.Cit* p. 173

⁵² Peter Knapp, Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Australia: UNSW Press Book, 2005), p.187

Hence, argumentative text is used to tell idea or thinking as the response of an issue.

E. The Concept of Narrative Text

1. Definition of Narrative Text

Narrative text is a text which tells about past events with the purpose is to entertain the reader through a story. As McQuillan stated that a narrative text is a story that is told in language and converted into language signs.⁵³ Most narratives are told in sequential order (the order in which the events happen).⁵⁴ Furthermore, Gaetz and Phadke asserted that narrative writing tells a story in which the writers explain their feelings, thoughts, or actions. Moreover, Mattix Dietsch proposed that every narrative has six elements, those are *who, where, when, what, why, and how* of the event.⁵⁵

However, a narrative text doesn't need to be concerned to report the past events or states the events in form of present time. As stated by Watts that written narratives also allow to experiment the expectation of the reader by distorting conditions in the story.⁵⁶

Hence, a narrative story tells about the character in the story, the place where the story happen, the things happen in the story, the cause of the

⁵³Martin McQuillan, *The Narrative Reader*, (London : Routledge, 2000), p. 85.

⁵⁴Emily Hutchinson, *Narrative Writing*, (USA: SaddleBack Educational Publishing, 2005), p. 10

⁵⁵Lynn Gaetz, Suneeti Phadke, *Op. Cit*, p. 194

⁵⁶Richard J. Watts, *The Pragmalinguistic Analysis of Narrative Texts*, (Tubingen : Gunter Narr Verlag, 1981), p. 65.

problem appears in the story and how the acts in the story are happen in the previous in order to entertain and amuse the reader's feelings.

2. The Generic Structure of Narrative Text

In composing narrative text, there are three steps that should be contained in the text; those are orientation, complication, and resolution. Watts has noted that written narrative text should include at least an orientation section, complicating actions, and resolution that is required to bring the sequence to the end of the story.⁵⁷

- 1) Orientation, this is the beginning or the introduction of the story where the writer tells the reader about who is in the story, when it is happening, where it is taken place, and what is happening.
- 2) Complication, this is the step when the writer tells about conflict or the problem that appears in the story.
- 3) Resolution is the ending of the story which shows how the characters solve the conflict or deal with the problem.

F. Subject-Verb Agreement Errors in Narrative Text Writing

Subject-verb agreement is the basic principle of English language grammar.⁵⁸ However, in second language learners, subject-verb agreements still difficult to be mastered by the students.

⁵⁷*Ibid*,p. 91.

⁵⁸ Ghadah Al Murshidi, "Subject-verb Agreement Grammatical Errors and Punctuation Errors in Submissions of Male UAE University Students", (European Journal of Business and Innovation Research Vol.2, 2014), p. 1

On the other hand, narrative text is also difficult to be written since it has longer content than other text such as descriptive or procedure. It is also proved by the curriculum that destines narrative text writing only for students in senior high school. It shows that both narrative and subject-verb agreement become students' difficulties in mastering English writing. As the result, most students in country that adapted English for their target language contributed many errors in doing their sentence formation.

Subject-verb agreements errors in narrative writing regards to the failure in producing the correct sentence in past tense. Some examples of error has been found in some research by the expert. Here are some of the common case of error in past tense found in the previous research:

The dog eated the chicken. (Misformation)

I met there some Germans. (Misordering)

He was call. (Ommision)

He calleded. (Addition)⁵⁹

⁵⁹ Dulay, *Op.Cit.* p. 148-163

Example of narrative text:

Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

Orientation

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

Complication

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

Resolution

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.⁶⁰

⁶⁰ <http://englishadmin.com/2013/05/narrative-analysis-on-malin-kundang-story.html> available

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